



ARC Welcomes Gregg Roberts of the Utah State Board of Education as Senior Fellow

The American Councils Research Center (ARC) is pleased to announce that Mr. Gregg Roberts will join the Center as non-resident Senior Fellow on July 20, 2017.

Mr. Roberts' work as World Language & Dual Language Immersion Specialist for the Utah State Board of Education led to groundbreaking changes in the way second language education is viewed and funded—not only within Utah's K-12 schools, but more broadly across the U.S.

As chief architect of the "Utah Model," Mr. Roberts has directed the development of K-12 immersion curricula, the establishment of proficiency targets for all grade levels and dual language immersion (DLI) languages, and the implementation of innovative teacher recruitment processes. Mr. Roberts also built the nation's first formal K-12/higher education system for advanced language students.

In recognition of his innovative work, the National Council of State Supervisors of Foreign Languages named Mr. Roberts "State Supervisor of the Year" in 2009. He also received ACTFL's "Leo Bernardo Award for Innovation in K-12 Language Education" and is a recipient of the *Palms Académiques* from the French Government.

Mr. Roberts will join the ARC team in late July, where he will play a key role in the launch and development of the [National Dual Language Immersion Research Alliance](#), a new network of K-12 practitioners and education researchers that seeks to advance quality and build capacity in additive dual language learning programs by identifying core features and variables for quality implementation to prepare students to be bilingual, biliterate, bicultural, and career and college-ready.

"Gregg brings a wealth of practitioner knowledge to dual language immersion research at ARC, as well as the work of the Research Alliance," notes Dr. Dan E. Davidson, ARC director. "The educational potential of dual language immersion in the U.S. is very great, but its success will



depend on the quality of curriculum development, teacher professional development, and comprehensive assessment available to those school districts where it is implemented.” ARC’s mission is to provide evidence for policy and management decisions on language in education and the workplace through development, collection and dissemination of research results. ARC builds on the accomplishments of American Councils for International Education in the areas of language assessment, advanced language acquisition, immersion learning, and intercultural development to contribute to the improvement of program evaluation, learning design, and educational policy formation. Among ARC’s most important accomplishments in DLI is a major longitudinal study in partnership with the RAND Corporation of dual language immersion and academic performance in Portland Public Schools.

Recently, ARC was awarded a two-year researcher-practitioner partnership grant by the Institute of Education Services (IES) of the U.S. Department of Education to study the impact of large-scale dual language immersion in Utah public schools.